R E P O R T R E S U M E S

ED 011 110 AL 000 097

WRITING ARABIC, A LINGUISTIC APPROACH--FROM SOUNDS TO SCRIPT.

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PUB DATE MAR 65

EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- *ARABIC, *WRITTEN LANGUAGE, LINGUISTIC THEORY, READING, *LANGUAGE INSTRUCTION, AUDIOVISUAL AIDS, CAIRENE ARABIC, SALT LAKE CITY

THE WRITING AND READING SYSTEM OF ARABIC IS PRESENTED IN A TEXT DEVELOPED ON THE BASIS OF LINGUISTIC THEORY AND THE PEDAGOGY OF TEACHING FOREIGN LANGUAGES. ARABIC WRITING IS RELATED TO ARABIC SOUNDS IN GRADED STEPS. THE ARABIC SOUNDS REPRESENT BOTH MODERN LITERARY ARABIC AND COLLOQUIAL ARABIC, IN THIS CASE THE CAIRENE ARABIC OF EDUCATED EGYPTIANS IN CAIRO. GRAMMATICAL NOTES ARE PROVIDED TO CLARIFY THE RELATIONS BETWEEN STRUCTURE AND SCRIPT. THE TEXT INCLUDES VISUAL AIDS IN THE FORM OF FRAMES AND DIAGRAMS. (KL)

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Writing Arabic

A Linguistic Approach: From Sounds to Script

by

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The University of Utah Printing Service
Salt Lake City

PREFACE

The development of textual materials for the teaching of Arabic to Americans has been a task which has occupied the labors of many scholars for several decades. The establishment of National Defense Language and Area Centers in American universities since 1959 has stimulated the efforts of these scholars to develop materials which not only encourage students steeped in other language nuances to acquire another medium of communication, but portray the Arabic language in a systematic yet meaningful way.

The purpose of the present work is to present the beginner with the writing and reading system of Arabic. It is based on linguistic theory and the pedagogy of teaching foreign languages, by two Arabic scholars who are equally at home in their native land, Egypt, or in America. Both are connected with Middle East Studies Centers at the University of Utah and Portland State College.

This book is part of the pioneer movement undertaken by Arabists to provide textual materials which more accurately mirror the methods developed by the linguists, the audio-lingual approach. The authors approach the study of Arabic in a modern sense, through the grammar of sound, of form, and of order and relationships, which provides the learner with a sound basis of language behavior, involving writing and reading skills. The Hanna-Greis text will be a welcome addition for those who use linguistic theory and pedagogy in teaching Arabic to English speakers.

March, 1965

Frederick Cox

Director of Middle East Studies Center

Portland State College

Portland, Oregon

INTRODUCTION

This pamphlet may be used either as an independent unit or, perhaps more effectively, as one of the units of Beginning Arabic.*

The aim of this pamphlet is twofold. First it is intended to relate Arabic writing to Arabic sounds in a carefully graded manner. Arabic sounds here represent both modern literary and colloquial Arabic. By colloquial we refer to the various dialects, but specifically to cultivated Cairene Arabic, the form of speech used by educated Egyptians in Cairo. Secondly the material is designed so as to enable the student not only to achieve mastery of Arabic writing in a minimum of time but also to make headway in the language itself. For it is our contention that learning the Arabic language can be much reinforced and its appreciation greatly enhanced when its graphic symbols are properly utilized.

It should be pointed out, however, that our intention in giving some grammatical notes is not to deal with grammar as such but rather to help explain, whenever helpful, the important relationship between structure and script.

Another feature of the pamphlet is the use of visual aids. It has been our experience that audio-visual materials and techniques are extremely helpful and effective in the learning process. In fact, the frames and other diagrams which appear in this pamphlet have actually been presented on synchronized slides to the students in the language laboratory.

The authors are very grateful to Dr. A. S. Atiya, Director of the Middle East Center at the University of Utah whose continued support and encouragement made this publication possible.

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Middle East Center
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* A book by the same authors to be published shortly.

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LIST OF
ARABIC SOUNDS AND LETTERS

==========

Phonemic Symbol	Arabic Letter	Name		Examples	
		Classical	Colloquial		
t	ت	ta:?	te	ti:n	"figs"
t̲[1]	ط	t̲a:?	t̲a	t̲i:n	"mud"
d	د	da:l	da:l	da:r	"home"
d̲	ض	d̲a:d	d̲a:d̲	d̲a:r	"harmful"
s	س	si:n	si:n	sa:m	"poisonous"
s̲	ص	s̲a:d	s̲a:d̲	s̲a:m	"he fasted"
ẖ	ح	ẖa:?	ẖa	ẖa:l	"condition"
ع	ع	ʿayn	ʿe:n	ʿa:l	"fine!"
?	ء	hamza	hamza	?ism	"name"
x	خ	x̲a:?	x̲a	xa:li	"my uncle, mother's brother"
ġ	غ	ġayn	ġe:n	ġa:li	"expensive"
k	ك	ka:f	ka:f	kálb	"dog"
q/ʔ[2]	ق	q̲a:f	q̲a:f	qálb/ ʔalb	"heart"

1. Underlined symbols stand for pharyngealized sounds; that is, sounds produced with constriction in the pharynx.

2. /ʔ/ is used when the sound represented is /?/ in spoken Arabic but /q/ in the classical. In writing it is / ق /.

Phonemic Symbol	Arabic Letter	Name		Examples	
		Classical	Colloquial		
ð/d,z[1]	ذ	ða:l	ða:l	ðáhab/dáhab	"gold"
				ða:q/da:ʔ	"he tasted"
ẓ[1]	ظ	ẓa:?	za	ẓúlm/zúlm	"injustice"
				naẓar/nazar	"vision"
θ	ث	θa:?	se/ te	θa:niya	"one second, or second"[2]
b	ب	ba:?	be	bínt	"girl"
g	ج	ji:m	gi:m	gámal	"camel"
r	ر	ra:?	re	rúkn	"corner"
z	ز	za:y	ze:n	záman	"time"
š	ش	ši:n	ši:n	šákl	"shape"
f	ف	fa:?	fe	fann	"art"
l	ل	la:m	la:m	lo:n	"color"
n	ن	nu:n	nu:n	no:m	"sleep"
h	ه	ha:?	he(h)	háram	"pyramid"
o:				yo:m	"day"
u:	و	wa:w	wa:w	nu:n	the Arabic letter / ن /
aw				dáwla	"country"

1. Classical

2. /sánya/: "one second;" /tánya/: "second" (ordinal)

Phonemic Symbol	Arabic Letter	Name		Examples	
		Classical	Colloquial		
i:	ى	ya:?	ye(h)	di:n	"religion"
e:				de:n	"debt"
ay				?ay	"that is, i.e."

Diacritical Marks

1. Geminate Consonants (or doubled consonants) -- /ṡadda/

tt	تّ	kattab	"he made (someone) write"
ss, etc.	سّ	kassar	"he broke into pieces"

2. Short Vowels

i	/kasra/	تِ	"ti"
a	/fatḥa/	تَ	"ta"
u	/ḍamma/	تُ	"tu"

3. Other Symbols Used

/ /	Phonemic or distinctive sound peculiar to the language
( )	Optional only in transliteration
⟶	Rewrite as
/	Or
(f.s.)	Feminine singular
(m.s.)	Masculine singular

(p.) Plural

ˉ Primary stress[1]

___ Underlined symbols represent pharyngealized sounds. Pharyngealization extends over the whole syllable.

= Is derived from

---

1. The primary stress in a large number of Arabic words is on the penultimate syllable. Long vowels in final positions have primary stress.

I

WRITING ARABIC

1.1 The importance of Arabic writing cannot be overrated. It is second only to the Latin alphabet and has been adapted to express a number of languages including, for example, Persian, Hindustani, Urdu, Swahili and others. Its importance derives from the religious connotations it has as the means of writing and preserving the Holy Koran (which literally means "something read") over the centuries throughout the Islamic world.

1.2 Historically the Arabic alphabet probably originated in the Fourth Century A.D. as an offshoot of the Nabataean and Aramaic of the old North Semitic branch. The earliest extant document dates from A.D. 512.(1) To the 22 consonantal letters of old North Semitic were added θa:? ث , ða:l ذ , ḍa:d ض , ẓa:? ظ , xa:? خ ,and gayn غ . The introduction of diacritics to indicate vowel sounds was probably borrowed from Syriac script in the early Eighth Century A.D. According to Nadim of Baghdad (10th Century) the two major styles at the end of the Seventh Century A.D. were the style of Mecca and Medina and the style of Basra and Kufa. The former is the nasx which is the ancestor

(1) See David Diringer, Writing, New York, Frederick A. Praegy, 1962, pp. 141-144.

of most Arabic scripts used today. It is the more curisve type and is characterized by slight slanting to the left and somewhat elongated letters.

The style of Basra and Kufa, known as Kufi, is thick, squat, and upright. It was used for Koranic manuscripts and old inscriptions on walls but today, the Kufi is limited to purely ornamental writing.

1.3 Arabic calligraphy is a fine art. There are more than ten styles, but the most frequently used are nasx, ruqɛa, and ϴulu . The student should be familiar with the two basic styles, nasx, and ruqɛa. The former is common in print, and the latter in cursive writing and headlines. Both styles should be practiced from the start with careful attention to shape and dots of letters. The student will find certain directions, such as arrows, which are given before every letter to assist in reproducing a fairly accurate shape of each letter.

1.4 The Arabic alphabet consists of 29 letters of which the hamza never occurs initially as a separate letter. Basic to the form of a letter are the number (from one to three) and position (above or beneath) of the dots. For example, contrast the following groups:

a. One-dot letters ب ن ذ ز ج خ ظ غ ف ض

b. Two-dot letters ت ي ق ة

c. Three-dot letters[1] ث ش

d. Dotted and undotted letters (ب ت ث) (ج ح خ)
(د ذ) (ر ز)

1.5 There are six letters not to be joined to any following letters: ا د ذ ر ز و

1.6 Some two-letter combinations have different shapes:

كا كما (ك + ا) لم لمم (ل + م)

لا الا (ل + ا) به بـه (ب + ه)

1.7 If we contrast the letters on the basis of their phonetic values, we get the following pairs:

a. Pharyngealized vs. non-pharyngealized

(س ص) (د ض) (ت ط)

b. Voiceless vs. voiced

(ح ع) (خ غ)

c. Velar vs. uvular

(ك ق)

---

(1) In order to represent the non-Arabic sounds /v/, /ż/ and /p/ the device of putting three dots instead of one is sometimes used with the letters:
ڤ for /v/ and ڜ for /ż/ and پ for /p/
Examples: villa ڤيلا , garage جراڜ , opera اوپـرا

1.8 Another grouping of the alphabet is the well-known (a) sun and (b) moon letters. Compare:

(a)

ن	ل	ظ	ط	ض	ص	ش	س	ز	ر	ذ	د	ث	ت
n	l	ẓ	ṭ	ḍ	ṣ	ṡ	s	z	r	ḏ	d	ṯ	t

(b)

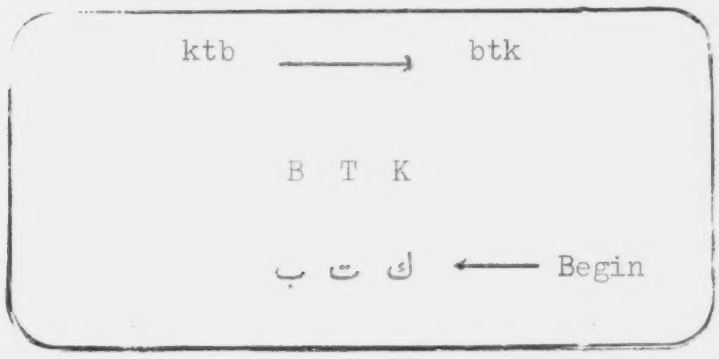
ى	و	هـ	م	ك	ق	ف	ع	ع	خ	ح	ج	ب	أ
y	w	h	m	k	q	f	ġ	ع	x	ḥ	g	b	?

II
A SET OF RULES FOR WRITING ARABIC
FROM SOUNDS TO LETTERS

2.1 Spelling in a large number of languages is partly a matter of arbitrary convention. Compare, for example, the sounds of the following English words with their conventional spellings: rough, offer, off, etc. However, there are a number of rules that can be quite helpful in learning Arabic script.

2.2 Arabic is written from right to left.

Example:



2.3 Arabic writing is syllabic. A consonant and a vowel are often represented by a consonant. For example, the word /kataba/, "he wrote," is represented by the three consonants /k/, /t/, and /b/ where the short vowel /a/ is represented by a slanted line (called "fatha") above the consonant.

Example:

"he wrote"

kataba ⟶ ktb

كَـتَبَ

Begin ⟵ كَ + تَ + بَ

The short vowel /i/ is represented by a slanted line (called "kasra") beneath the consonant.

Example:

"he drank"

ṡariba ⟶ ṡrb

شَـرِبَ

Begin ⟵ شَ + رِ + بَ

The short vowel /u/ is represented by a small comma (called "damma") above the letter.

Example:

"books"

kutub ⟶ ktb

كُـتُب

Begin ⟵ كُ + تُ + ب

2.4 Pause or absence of vowel ⟶ ◌ْ (suku:n) above the letter.

Example:

"writing"

katb ⟶ ktb

كَـتْـبَ

ك + ـتْ + ـب ⟵ Begin

2.5 Geminate consonants ⟶ ◌ّ (ṡadda) above the letter.

(The other diacritic signs, fáṫha and kásra, are placed above or below the ṡadda.)

Example:

"he dictated"

kattaba ⟶ ktb

كَـتَّـبَ

كَ + ـتَّ + ـبَ ⟵ Begin

2.6 Nunation or tanwi:n (indicating case endings):

a. /-un/ /kutubun/ ⟶ كُـتُـبٌ "books" (nominative)

b. /-an/[1] /kutuban/ ⟶ كُـتُـبًا "books" (accusative)

c. /-in/ /kutubin/ ⟶ كُـتُـبٍ "books" (genitive)

---

1. The double /fatha/ diacritics are put on a final /ʔalif/ except when the last consonant is a /hamza/ ء or final /ta:ʔ marbuṫa/ ة .

2.7 Long vowels or dipthongs, on the other hand, are represented by three letters: ا و ى

Long /a:/ ⟶ ا

Long /u:/ or /o:/ or dipthong /aw/ ⟶ و

Long /i:/ or /e:/ or dipthong /ay/ ⟶ ى

Examples:

Long /a:/

"he corresponded with"

ka:taba ⟶ ktb

كَـاتَبَ

ك + َ + ا + ت + َ + ب ← Begin

Long /u:/

"black" (pl.)

su:d ⟶ swd

سُـــود

س + ُ + و + د ← Begin

Long /i:/

"beautiful"

gami:l ⟶ gmyl

جَمِيل

ج + مِ + ى + ل ← Begin

2.8 Dipthongs:(1)

a + y/w ⟶ و / ى (suku:n (2) preceded by fatha)

/ay/ ⟶ ـــى / ي

/aw/ ⟶ ـــو

Examples:

"house"

bayt ⟶ byt

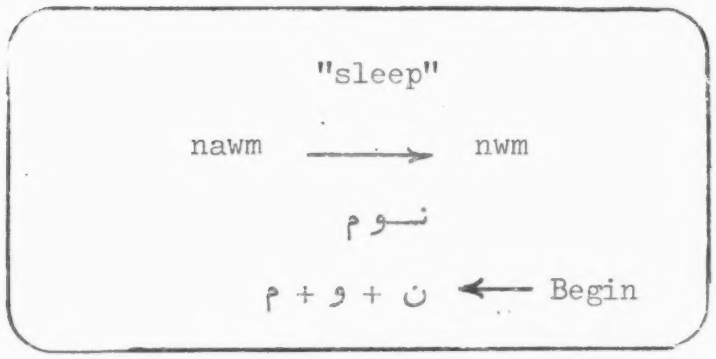
بَيْت

بَ + يْ + ت ← Begin

---

(1) A diphthong consists of a simple vowel plus a glide (e.g., i + y). Compare the simple vowel in "bit" and the diphthong in "bite."

(2) Suku:n (literally, "silence") refers to absence of vowel movement following the consonant on which the suku:n (◌ْ) is put.



2.9 There are no capital letters in Arabic. An attempt was made to use "crown symbols" (٨) over the initial letters, but the device is no longer used. But the waṣla /"comma"/, the nuqṭa /"period"/, and the ʕala:matu listifha:m /"question mark"/, are used.

2.10 There are no word divisions over the lines nor is there hyphenation. One-letter words are written as part of the following words.

Example:

/wa ?ana/ "and I" ⟶ وَ + أنا ⟶ وأنا

2.11 Assimilated Forms (a) and Unassimilated Forms (b):

a. The definite article / أل/ with sun letters:

(ت ث د ذ ر ز س ش ص ض ط ظ ل ن)

Examples:

?aṭṭa:lib ⟶ أَلطّالِب "the student"

?aṣṣu:ṛa ⟶ أَلصّـــورَة "the picture"

b. The definite article / أل/ with moon letters:

(أ ب ج ح خ ع غ ف ق ك م هـ و ى)

Examples:

?alwálad ⟶ الْوَلَد "the boy"

?albint ⟶ الْبِـنْت "the girl"

c. Prepositions such as /fi/ "in, at" and /ɛala/ "on."

Examples:

filmadrasa ⟶ فِى الْمَـدْرَسَـة "in the school"

ɛassu:ra ⟶ عَلَىٰ الصُّـورَة "on the picture"

d. In pronunciation, long vowels are shortened because of suffixes:

kita:bha = (kita:b + ha) ⟶ kitabha كِـتَابْـهَا

"her book"

wá:ħda = (wa:ħida) ⟶ waħda(h) وَاحْـدَه

"one" (f.)

III

HOW TO WRITE THE ARABIC ALPHABET

Final	Step 3	Step 2	Step 1	Letter
ـا			ا	ا
ـب	ـبـ	بـ	بـ	ب
ـت	ـتـ	تـ	تـ	ت
ـث	ـثـ	ثـ	ثـ	ث
ـج	ـجـ	جـ	جـ	ج
ـح	ـحـ	حـ	حـ	ح
ـخ	ـخـ	خـ	خـ	خ
ـد			د	د
ـذ			ذ	ذ
ـر			ر	ر
ـز			ز	ز
ـس	ـسـ	سـ	سـ	س
ـش	ـشـ	شـ	شـ	ش

Final	Step 3	Step 2	Step 1	Letter
ص	ـص	ـصـ	صـ	ص
ض	ـض	ـضـ	ضـ	ض
ط	ـط	ـطـ	طـ	ط
ظ	ـظ	ـظـ	ظـ	ظ
ع		ـعـ	عـ	ع
غ		ـغـ	غـ	غ
ف	ـف	ـفـ	فـ	ف
ق	ـق	ـقـ	قـ	ق
ك	ـك	ـكـ	كـ	ك
ل	ـل	ـلـ	لـ	ل
م	ـم	ـمـ	مـ	م
ن	ـن	ـنـ	نـ	ن
ه	ـه	ـهـ	هـ	ه
و	ـو	ـو	ـو	و
ى	ـى	ـى	ـى	ى

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IV

THE VOWEL SYSTEM

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1. Long and Short Vowels

Short /a/ - /fatḥa/			Long /a:/ - ا		
gamal	جمل	"camel"	gama:l	جمال	"beauty"
sadd	سدّ	"dam"	sa:d	ساد	"he dominated"
damm	دمّ	"blood"	da:m	دام	"it continues"
hamm	همّ	"worry"	ha:m	هام	"important"
mall	ملّ	"he became bored"	ma:l	مال	"money"

Short /i/ - /kasra/			Long /i:/ - ى		
birr	برّ	"goodness"	bi:r	بير	"a well"
min	من	"from"	mi:n	مين	"who, which"
sinn	سن	"edge"	si:n	سين	letter /س/
fill	فلّ	"cork"	fi:l	فيل	"elephant"

Short /u/ - /damma/			Long /u:/ - و		
kurr	كـرّ	"repeat, say quickly"	ku:r	كـور	"furnace"
tubb	طـبّ	"drop!"	tu:b	طـوب	"bricks"
katabuh	كـتبه	"he wrote it"	katabu:(h)	كتـبوه	"they wrote it"

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V

PHARYNGEALIZED CONSONANTS

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Contrast

1. /d/ د and /d̲/ ض

Short /a/ - /fatha/

	/d/ د			/d̲/ ض	
dall	دلّ	"he guided"	d̲all	ضلّ	"he was lost"
damm	دمّ	"blood"	d̲amm	ضمّ	"he added"
hadam	هدم	"he destroyed"	h̲ad̲am	هضم	"he digested"

Long /a:/ - ا

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da:l	دال	the letter "d"	d̲a:ll	ضال	"lost"
fada:	فدى	"he redeemed"	f̲ad̲a:	فضا	"space"
mada	مدى	"extent"	m̲ad̲a	مضى	"he left"

Short /i/ - /kasra/

ná:dir	نَادِر	"rare"	na:dir	نَاضِر	"blooming"
di'a(h)	دِعَـه	"meakness"	di ع a(h)	ضِعَه	"lowliness"

Long /i:/ - ي , ى

hadi:d	حَدِيـد	"iron"	hadi:d	حَضِيض	"state of decay"
wadi:ع	وَدِيـع	"he is weak"	wadi:ع	وَضِيع	"lowly"
fa:di:	فَـادِى	"redeemer"	fa:di:	فَاضِى	"empty"

Short /u/ - /damma/

dur	دُرّ	"turn!"	durr	ضُـر	"hurt!"
duru:b	دُرُوب	"narrow lanes"	duru:b	ضُرُوب	"varieties"
durrah	دُرَّه	"gem"	durrah	ضُرَّة	"an extra wife"

Long /u:/ - و

rudu:d	رُدُود	"answers"	rudu:d	رُضُوض	"bruises"
duru:s	دُرُوس	"lessons"	duru:s	ضُرُوس	"molar teeth"

Contrast

2. /t/ ت and /ṭ/ ط

Short /a/ - /fatha/ ـَ

/t/ ت			/ṭ/ ط	
tálla	تَـل	"hill"	ṭálla طَـلَّ	"drizzle"
táraf	تَـرَف	"luxury"	ṭáraf طَـرَف	"edge, care of"
tábaʿ	تَبَـع	"related to"	ṭábaʿ طَبَـع	"he printed"

Long /a:/ - ا

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ta:b	تَـاب	"he repented"	ṭa:b طَاب	"it became ripe"
ta:biʿ	تَـابِع	"a follower"	ṭa:biʿ طَابِع	"stamp"
bata:ta(n)	بَـتَاتَا	"positively"	baṭa:ṭa بَطَاطَا	"sweet potatoes"

Short /i/ - /kasra/ ـِ

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tífl	تِـفْل	"dregs"	ṭífl طِـفْل	"child"
tila:l	تِـلَال	"hills"	ṭila:l طِـلَال	"fine rain"

Long /i:/ - ى , ي

ti:n	تِـين	"figs"	t̲i:n̲	طِـين	"mud"

Short /u/ - /d̲am̲ma/

tull	تُـل	"tulle"	t̲ull	طُـل	"look!"
galatu	غَـلَتُه	"she boiled it"	g̲al̲at̲u	غَلَطُه	"his mistakes"

Long /u:/ - و

tu:b	تُـوب	"repent!"	t̲u:b̲	طُـوب	"bricks"
tu:bi	تُوبِـى	"repent!" (f.s.)	t̲u:b̲y	طُوبِـى	"my bricks"
futu:r	فُـتُور	"lassitude"	f̲ut̲u:r	فُـطُور	"breakfast"

Contrast

3. /s/س and /s̲/ص

Short /a/ - /fatḥa/

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sádd	سَدّ	"dam"	s̲add	صَدّ	"he repelled"
sari:r	سَرِير	"bed"	s̲ari:r	صَرِير	"gritting teeth"
sálab	سَلَب	"he looted"	s̲alab	صَلَب	"he crucified"
sáhar	سَهَر	"sleeplessness"	s̲ahar	صَهَر	"he melted"

Long /a:/ - ا

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sa:m	سَام	"poisonous"	s̲a:m	صَام	"he fasted"
sa:?iġ	سَائِغ	"permissible"	s̲a:?iġ	صَائِغ	"jeweler"
sa:lib	سَالِب	"negative"	s̲a:lib	صَالِب	"crucifier"
sa:ḥ	سَاح	"it melted"	s̲a:ḥ	صَاح	"he shouted"

Short /i/ - /kasra/

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sínn	سِنّ	"edge"	s̲inn	صِنّ	"wait!"
sírb	سِرْب	"flock"	s̲irb	صِرْب	"Serbians"
sifr	سِفْر	"book"	s̲ifr	صِفْر	"zero"

Long /i:/ - ى ، ي

ʕasi:r	عَسِير	"difficult"	ʕaṣi:r	عَصِير	"juice"
masi:r	مَسِير	"walking"	maṣi:r	مَصِير	"destiny"
ʔassi:n	السِّين	the letter "s"	ʔaṣṣi:n	الصِّين	"China"

Short /u/ - /ḍamma/

surra	سُرَّ	"he was pleased"	ṣurra	صُرَّه	"bundle"
summ	سُمّ	"poison"	ṣumm	صُمّ	"learn by heart!"
suʕu:d	سُعُود	"an Arabic name"	ṣuʕu:d	صُعُود	"ascending"

Long /u:/ - و

su:r	سُور	"fence"	ṣu:r	صُور	"Tyre" (city)
su:rah	سُورَه	"a Kuranic chapter"	ṣu:rah	صُورَه	"picture"
yasu:ɣ	يَسُوغ	"it is permissible"	yaṣu:ɣ	يَصُوغ	"he formulates"

VI

THE ARABIC ALPHABET

1. Nasx Script

Rewrite	Preceded (Final)	Preceded and Followed	Followed Only	Standing Alone	Name of Letter	
					Colloquial	Standard
	ـا / دعا	ـأ / مال	أ / أو	ء / أب	hamza * ?alif	hamza ?alif
	ـب / حب	ـبـ / حبر	ب / برد	ب / رب	be	ba:?
	ـت / فت	ـتـ / فتن	ت / تاب	ت / فات	te	ta:?
	ـث / حث	ـثـ / نثر	ث / ثم	ث / ورث	θe (1)	θa:?
	ـج / حج	ـجـ / حجر	ج / جار	ج / تاج	gi:m	ji:m
	ـح / بلح	ـحـ / جحا	ح / حر	ح / راح	ħa	ħa:?
	ـخ / مخ	ـخـ / بخت	خ / خد	خ / أخ	xa	xa:?
	ـد / سد	ـد / بدر	د / دل	د / رد	da:l	da:l
	ـذ / خذ	ـذ / هذا	ذ / ذنب	ذ / شاذ	ða:l (2)	ða:l
	ـر / شر	ـر / شرب	ر / رش	ر / نار	re	ra:?
	ـز / هز	ـز / هزل	ز / زار	ز / رز	ze:n	za:y
	ـس / حس	ـسـ / نسر	س / سد	س / ناس	si:n	si:n
	ـش / هش	ـشـ / نشر	ش / شد	ش / رش	ši:n	ši:n
	ـص / نص	ـصـ / نصر	ص / صام	ص / رص	ṣa:d	ṣa:d
	ـض / حض	ـضـ / حضر	ض / ضرب	ض / فاض	ḍa:d	ḍa:d
	ـط / بط	ـطـ / مطر	ط / طلب	ط / باط	ṭa	ṭa:?
	ـظ / حظ	ـظـ / نظر	ظ / ظرف	ظ / ألماظ	ðа (3)	ðа:?

* The hamza /ء/ never occurs initially as a separate letter. See the rules for writing the hamza.

Rewrite	Preceded (Final)	Preceded and Followed	Followed Only	Standing Alone	Name of Letter	
					Colloquial	Standard
	ـع / مع	ـعـ / بعه	ع / عرب	ع / باع	ع:n	ʿayn
	ـغ / بلغ	ـغـ / شغل	غ / غرب	غ / صاغ	ġe:n	ġayn
	ـف / لف	ـفـ / حفله	ف / فن	ف / رف،	fe	fa:?
	ـق / حق	ـقـ / حقل	ق / قال	ق / دق	q̲a:f	q̲a:f
	ـك / ملك	ـكـ / ملكه	ك / كلمه	ك / ملوك	ka:f	ka:f
	ـل / عمل	ـلـ / علم	ل / لمع	ل / عال	la:m	la:m
	ـم / هم	ـمـ / نمل	م / مل	م / نام	mi:m	mi:m
	ـن / بن	ـنـ / بنا	ن / نيل	ن / بان	nu:n	nu:n
	ـه / ميه	ـهـ / نهر	هـ / هرم	ه / مياه	he	ha:?
	ـو / عضو	ـوـ / عود	و / وعد	و / عدو	wa:w	wa:w
	ـى / مشى	ـيـ / مشيت	ي / يمشى	ى / شاى	ye	ya:?

(1), (2), (3) These three "classical" letters are given different sound values in spoken Arabic.

ث —— t/s e.g. ثانية is said: tanya "second" (f. ordinal number)
sanya "a second" (1/60 of a minute)

ذ —— z/d e.g. ذكر is said: zakar "he mentioned"
dakar "male"

ظ —— z̲/d̲ e.g. ظابط is said: z̲a:bit "officer"
d̲a:bit

THE ARABIC ALPHABET

2. Ruq&a Script

In the following pages, the student finds a different chart from that of the nasx script. Because of the sometimes variable forms of one single letter, the student will find it more profitable to see and practice writing these letters as presented. There is enough space for rewriting these letters several times.

ا	ب	ع
د	ت	ح
ر	ث	نجح

ص	ط	س
صه	طا	س
بصه	خط	سه
		سا

SIX STEPS TO FOLLOW IN WRITING ARABIC

Write in Arabic script the word /ṡakar/ "he thanked."

Steps:

1.	Consonants	ṡ	k	r
2.	Equivalent Arabic consonants	ش	ك	ر
3.	Rewritten from right to left	ر	ك	ش
4.	Joined form in nasx script			شـــكر
5.	With diacritics (representing medial short vowels)			شَـــكَر
6.	Ruqʿa script			شـكر

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VII

EXERCISES

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1. Mark the Arabic letter that corresponds to the phonetic script given and then rewrite it in the space provided.

Rewrite		Circle One			
Ruqɛa	Nasx				
. . . . .		ni	نُ	نِ	نَ
. . . . .		xa	خَ	خُ	خِ
. . . . .		tu	تِ	تَ	تُ
. . . . .		ri	رَ	رِ	رُ
. . . . .		yu	یُ	یِ	یَ
. . . . .		za	زَ	زُ	زِ
. . . . .		ba	بِ	بُ	بَ
. . . . .		s̈i	شُ	شِ	شَ
. . . . .		Θu	ثِ	ثَ	ثُ
. . . . .		s̲a	صُ	صَ	صِ
. . . . .		ga	جُ	جِ	جَ
. . . . .		ḍi	دُ	دِ	دَ
. . . . .		d̲i	ضِ	ضَ	ضُ

Rewrite		Circle One			
Ruqعa	Nasx				
. . . . .	. . . . .	di	ظُ	ظِ	ظَ
. . . . .	. . . . .	su	سُ	سِ	سَ
. . . . .	. . . . .	عi	عَ	عِ	عُ
. . . . .	. . . . .	ta	طَ	طُ	طِ
. . . . .	. . . . .	gu	غَ	غُ	غِ
. . . . .	. . . . .	hi	حِ	حُ	حَ
. . . . .	. . . . .	fa	فَ	فِ	فْ
. . . . .	. . . . .	du	ذُ	ذِ	ذَ
. . . . .	. . . . .	qi	قُ	قَ	قِ
. . . . .	. . . . .	ki	كِ	كُ	كَ
. . . . .	. . . . .	li	لُ	لِ	لَ
. . . . .	. . . . .	mu	مَ	مِ	مَ
. . . . .	. . . . .	ha	هُ	هِ	هَ
. . . . .	. . . . .	wi	وُ	وِ	وَ
. . . . .	. . . . .	yu	يِ	ىُ	ىَ

2. Follow the same directions as in Exercise 1.

Rewrite		Circle One			
Ruqʿa	Nasx				
. . . . .		bu:	بِـى	بُـو	بُأ
. . . . .		wi:	وَا	وَوْ	وِى
. . . . .		na:	نَـىْ	نُو	نَا
. . . . .		fu:	فُـو	فَا	فِـى
. . . . .		ṭi:	طِى	طَا	طُو
. . . . .		θu:	ثَا	ثُـو	ثَـىْ
. . . . .		ʿi:	عَا	عُو	عِـى
. . . . .		ḥu:	حُـو	حِـى	حَا
. . . . .		ka:	كَا	كِـى	كَـوْ
. . . . .		qa:	قُـو	قَا	قَـىْ
. . . . .		ti:	تُـو	تِـى	تَا
. . . . .		la:	لِـى	لَوْ	لا
. . . . .		gu:	جِـى	جَا	جُـو
. . . . .		ma:	مَـىْ	مُـو	مَا
. . . . .		da:	دِى	دَا	دُو
. . . . .		ri:	رَوْ	رَا	رِى
. . . . .		ẓu:	ظُو	ظِـى	ظَا
. . . . .		ʿa:	عِـى	عَا	عُـو
. . . . .		ġi:	غِـى	غُـو	غَا
. . . . .		hu:	هَا	هِىَ	هُو

3. Your instructor will read the words in each line, four lines at a time. Then he will pronounce only one word in each line. Underline the word which corresponds to the sounds you hear from your instructor. Rewrite it in the space provided.

Rewrite	Underline			
٠١	تَـاج	تُـوب	تِـين	. . . . .
٠٢	سَـام	سِـين	سُـور	. . . . .
٠٣	بَاب	بِـير	بُـوز	. . . . .
٠٤	زُور	زِيـر	زَار	. . . . .
٠٥	جِـيب	جُـوع	جَار	. . . . .
٠٦	رَاس	رُوس	رِيـق	. . . . .
٠٧	عُـود	عِـيد	عَاب	. . . . .
٠٨	ذِيـع	ذَاع	ذُوب	. . . . .
٠٩	كَان	كُـور	كِـيس	. . . . .
٠١٠	دَان	دُون	دِيـن	. . . . .
٠١١	قِـيل	قَـال	كَـال	. . . . .
٠١٢	خَال	غَال	خِـيب	. . . . .

	Underline			Rewrite
١٣.	لَاذ	لَاز	لُـوط	. . . . .
١٤.	حَار	هَار	حِـين	. . . . .
١٥.	هُـود	حَـوْض	هِيص	. . . . .
١٦.	شَـاب	ثَـوْب	ذَاب	. . . . .
١٧.	يَاه	يَاح	يُـود	. . . . .
١٨.	شِـيل	شُـور	شَـاف	. . . . .
١٩.	صَـار	صِـير	صُـور	. . . . .
٢٠.	ضَـوْء	طَـوْع	دَيْـر	. . . . .
٢١.	طَال	تِـيل	طُـول	. . . . .
٢٢.	غَـيْب	خَاب	غُـول	. . . . .
٢٣.	فَـار	فُـول	قَـوْل	. . . . .
٢٤.	ظِلال	ذَلِـيل	زَمَـان	. . . . .
٢٥.	مَـال	مَـلاك	مَـلِك	. . . . .
٢٦.	نِسْـر	نَزِيـل	نَصْـر	. . . . .
٢٧.	عَبِـيد	عَبِـيط	أَبِـيت	. . . . .
٢٨.	أَب	عَـاب	هَاب	. . . . .

Underline			Rewrite
٢٩. مَـفْعَل	مُنهِـل	مَـأْمَن	. . . . .
٣٠. سَـلام	صَـلام	صَـلاة	. . . . .
٣١. قَـلَم	كَـلَم	أَلَـم	. . . . .
٣٢. تَـعَلَّم	تَأَلَّـم	تَأَقْـلَم	. . . . .
٣٣. تَابُـوت	هَاتُـور	سَـاطُـور	. . . . .
٣٤. دُرُوس	ضُـرُوس	طُـرُوس	. . . . .
٣٥. مَـهْدُوم	مَـهْضُوم	مَـحْطُـوم	. . . . .
٣٦. مَـهْدُور	مَـحْدُور	حُضُـور	. . . . .
٣٧. حَـدِيد	حَضِـيض	عَـدِيد	. . . . .
٣٨. فَادِى	فَاضِى	فَـانِى	. . . . .
٣٩. وَدِيـع	بَدِيـع	وَضِـيع	. . . . .
٤٠. دُرُوب	طُـرُوب	ضُـرُوب	. . . . .
٤١. تِفْـل	طِـفْل	دَفْـن	. . . . .
٤٢. دَبِـيب	طَبِـيب	أَدِيـب	. . . . .
٤٣. فُـطُور	فُـتُور	عُطُـور	. . . . .
٤٤. عَسِـير	عَصِـير	مَصِـير	. . . . .
٤٥. عُرُوسَـة	أُمُـومَـة	أُبُـوَّة	. . . . .
٤٦. سَـرِير	صَـرِير	صَفِـير	. . . . .
٤٧. سُـرْعَتِـى	صُـورَتِـى	صَـوْتِـى	. . . . .
٤٨. سُـعُود	صُـعُود	وَعُـود	. . . . .

	Underline			Rewrite
٠٤٩	عَـتَّال	مُـحْتَال	بَـطَّال	. . . . .
٠٥٠	حَـدَّاد	عَـدَّاد	اِتِّـحَاد	. . . . .
٠٥١	مُسَـاعِد	أَمِـين	مُسَـانِد	. . . . .
٠٥٢	مَسْـحُوب	مَـصْحُوب	مَحْسُـوب	. . . . .
٠٥٣	خُرُوج	غُـرُوب	مَـخْرَج	. . . . .
٠٥٤	صَارُوخ	مَـصْبُوغ	مَسْـبُوق	. . . . .
٠٥٥	سَـمَاح	مَسْـمُوح	سَـمَاع	. . . . .
٠٥٦	دَيْمُـومَة	دُيُـون	ضَمَـان	. . . . .
٠٥٧	ثَمِـين	سَـمِين	مُـذْنِب	. . . . .
٠٥٨	مَـزَامِـير	زَمَاهِـير	مَسَـامِـير	. . . . .
٠٥٩	اِشْـتِرَاك	مُشْـتَرِك	شَـرِكَات	. . . . .
٠٦٠	اِسْـلَام	اِتْسِـلام	أَلسَـلام	. . . . .
٠٦١	مُـقَـدِّمَة	قَـدَّمَ	قُـدُوم	. . . . .
٠٦٢	كِـتَاب	مَـكْتَب	مَـقْعَد	. . . . .
٠٦٣	هَوَاء	حَـوَّاء	عِـوَاء	. . . . .
٠٦٤	اِسْـتِعْمَار	اِسْـتِعْمَال	اِسْـتِحْمَال	. . . . .

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VIII

SOME RULES THAT GOVERN
THE WRITING OF THE HAMZA

(glottal stop /?/)

==========

1.1 Initial: /?/ ⟶ ا أ إ

a. /ا/ - ?a /أ/ - ?u /أ/ - ?i /أ/

Examples:

?ana	"I"	⟶	أنا
?usta:ð	"Mr."	⟶	أستاذ
?ism	"name"	⟶	إسم

b. When the hamza is preceded by a one-consonant particle, both are written as parts of one word.

Examples:

fa ?ana	"so I"	⟶	فأنا
li ?ustá:z	"to a professor"	⟶	لأستاذ
bi ?ism	"in the name of"	⟶	بإسم
	(in religious contexts)		بسم

c. Initial or medial /?/ with long vowel /a:/ ⟶ آ
(madda ʿala ʔalif)

Examples:

?a:l "the family of" ⟶ آل

qur?a:n "Koran" ⟶ قُـرْآن

1.2 Medial: /?/ ⟶ ء

a. If not followed by a vowel, it is put on a radical similar to the prededing vowel (i.e., أ ؤ ئ).

Examples:

fa?s "an ax" ⟶ فَـأْس

bi?r "a well" ⟶ بِئْـر

su?l "wish" ⟶ سُـؤْل

b. If it occurs next to /i/, it is put on a /ya/ ⟶ ئ

Example:

ya?is "he became hopeless" ⟶ يَئِس

c. If it occurs next to /u/, it is put on a /wa:w/ ⟶ ؤ

Example:

šu?u:n "affairs" ⟶ شُـؤُون[1]

d. If it occurs next to /a/, it is put on a consonant similar to the preceding vowel. (If the preceding is vowelless and not an elongated letter i.e., / ا /, / و /, / ى /, it is put on an / ا /.)

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1. There are slight variations in some styles of writing. For example, we may write شُـئُون or شُـؤُون
يَقْرَؤُون or يَقْـرَأُون

Examples:

sa?al	"he asked"	⟶	سَـأَل
yas?al	"he asks"	⟶	يَسْـأَل

If it is preceded by a long vowel and followed by a short one, it is written separately.

Examples:

tasa:?al	"he questioned"	⟶	تَسـاءَل
tafa:?al	"he drew a good omen"	⟶	تَفَـاءَل
ma:?	"water"	⟶	مَـاء

However, if this (elongated letter) can be connected with the following letter, it is put on the /ya/ or "nabra."

Examples:

maŝi:?a(h)	"a will"	⟶	مَشِـيئَة
xati:?a(h)	"sin"	⟶	خَطِيـئَة
bari:?a(h)	"she is innocent"	⟶	بَرِيـئَة

e. The hamza is considered medial if suffixes (pronoun, plural, and dual) are appended to the word.

Examples:

juz?ayn	"two parts"	⟶	جُزْأَيْـن
yabda?u:n	"they start"	⟶	يَبْـدَؤُون

1.3 Final: /?/

a. If preceded by a vowel, it is put on a letter similar to that vowel.

Examples:

yagrú?	"he dares"	⟶	يَجْـرُؤ
yabdá?	"he starts"	⟶	يَـبْدَأ
yastahzí?	"he ridicules"	⟶	يَسْـتَهْـزِئ

b. If immediately preceded by a long vowel or a diphthong, it is written alone.

Examples:

gaza:?	"reward"	⟶	جَـزَاء
šáy?	"thing"	⟶	شَـيْـئ

c. If the final hamza is nunated with two fathas (indicating the accusative case), it is followed by an ?alif.

Examples:

Pause Form		Tanwi:n With Two Fathas
بِـدْء	"beginning"	بِـدْءاً
مَـاء	"water"	مَـاءً
شَـيْـئ	"something"	شَـيْـئاً
لُـؤْلُـؤ	"pearl"	لُـؤْلُـؤاً

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IX

FINAL / ه/ AND /ة /

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1.1 Final /a(h)/ in feminine gender forms ⟶ ـه / ه

Examples:

su:r(h) "picture" ⟶ صُـورَه

gami:la(h) "beautiful" ⟶ جَمِـيلَه

a. In pause form it is written / ه ,ـه/, "h."

b. As a first part of a construct[1] it becomes / ة ,ـة, ت ,ـت/, "t." It is /ت/ when followed by a pronominal suffix; otherwise it is / ة ,ـة/. Contrast the pause form "sura" with "surat ilbint."

1.2 Final /-t/ corresponding to /a(h)/ —— ة / ـت / ت

Examples:

a. /-t/ not joined to the following word: ⟶ ة

su:rat il bint "the picture of the girl" → صُورَةِ الْبِنْت

b. /-t/ joined to a pronominal suffix: ⟶ ـت

suritha "her picture" ⟶ صُـورتُها

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(1) A construct in Arabic consists of two substantives that express possessiveness.
Examples: the picture of Gamila
Gamila's picture ⟶ "surat Gamila"
(literally, "picture Gamila")

1.3 There are a number of forms that are accepted as matters of convention.

Examples:

?alla:h "God" ⟶ أَللَّـٰه

bi smilla:h "in the name of God" ⟶ بِسْمِ اللَّٰه

1.4 Both colloquial and borrowed forms may be represented by more than one form in which short vowels are often given the values of long ones.

Examples:

Washington ⟶ وَاشِـنْطُن / وَاشِـنْجْطُن

Utah ⟶ يُـوتا / يُـوطا / يُـوطَه

Portland ⟶ بُـورْتلانـد / بُـورْتلنـد

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X

PRONOMINAL SUFFIXES

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1.1 Noun and suffix (possessive):

a.	1.	s.	⟶ kita:bi	"my book"	كِتَابِي
b.	1.	p.	⟶ kitabna	"our book"	كِتَابُنا
c.	2.	s. m.	⟶ kita:bak	"your book"	كِتَابَك
d.	2.	s. f.	⟶ kita:bik	"your book"	كِتَابِك
e.	2.	p.	⟶ kitabkum	"your book"	كِتَابُكُمْ
f.	3.	s. m.	⟶ kita:buh	"his book"	كِتَابُه
g.	3.	s. f.	⟶ kitab ha	"her book"	كِتَابُهَا
h.	3.	p.	⟶ kitab hum	"their book"	كِتَابُهُمْ

1.2 Verb and suffix:

Person	Gender	Singular	Dual	Plural
1		katabtu كَتَبْتُ		katabna: كَتَبْنَا
2	M	katabta كَتَبْتَ	katabtuma: كَتَبْتُمَا	katabtum كَتَبْتُمْ
2	F	katabti كَتَبْتِ	katabtuma: كَتَبْتُمَا	katabtunna كَتَبْتُنَّ
3	M	kataba كَتَبَ	kataba: كَتَبَا	katabu: كَتَبُوا
3	F	katabat كَتَبَتْ	katabata: كَتَبَتَا	katabna كَتَبْنَ

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XI

ARABIC NUMERALS

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1. Numbers from 1-10 (١ . - ١٠):

Classical Cardinals		Ordinals	Numerals	Colloquial Cardinals	Ordinals
Masculine	Feminine				
ʔaḥad/ wa:ḥid	ʔiḥda/ wa:ḥida(h)	ʔawwal(m.) ʔu:la (f.)	١ / ١	wa:ḥid (m.)/ wáḥda (f.)	ʔawwíl (m.) ʔu:la/h (f.)
ʔiθna:n	ʔiθnatá:n	θa:ni[1] θa:niya(f)	٢ / ٢	ʔitné:n	ta:ni (m.)[2] tánya (f.)
θala:θ	θalá:θa		٣ / ٣	tala:ta	
ʔarbaʕ	ʔarbáʕa		٤	ʔarbáʕa	
xáms	xámsa(t)		٥	xámsa	
sitt	sitta		٦	sitta	
sábʕ	sábʕa		٧	sábʕa	
θama:n	θama:niya		٨	tamánya	
tisʕ	tisʕa		٩	tisʕa	
ʕaṣr	ʕáṣra		١٠	ʕáṣra	

1. All other classical ordinals up to 10 are on the pattern $C_1a:C_2iC_3$ (m.) /-a (f.)
2. All other colloquial ordinals up to 10 are on the pattern $C_1a:C_2iC_3$ (m.) $C_1aC_2C_3$ (f.)

Examples:

a.	colloquial:	wálad wa:ħid	وَلَد وَاحِد	"one boy"
	classical:	waladun wa:ħidun	وَلَدٌ وَاحِدٌ	
b.		bínt wáħda(h)	بِنْت وَاحْدَه	"one girl"
		bíntun wa:ħidatun	بِنْتٌ وَاحِدَةٌ	
c.		walade:n (?itne:n)	وَلَدِين (اثْنِين)	"two boys"
		waladá:ni (?iθna:ni)	وَلَدَانِ اثْنَانِ	
d.		?arbáع bana:t	أَرْبَـعْ بَنَات	"four girls"
		?arbáعu bana:tin	اَرْبَـعُ بَناتٍ	
e.		tálat ?awla:d	تَلات اَوْلَاد	"three boys"
		θala:θatu ?awla:din	ثَلَاثَةُ اَوْلَادٍ	

2. Numbers from 11 to 19 (١٩ -١١):

Classical		Numeral	Colloquial
Masculine	Feminine		
?aħada: عaśara	?iħda: عaśrata	١١ / ١١	ħida:śar
?iθna: عaśara	?iθnata: عaśrata	١٢/ ١٢	?itna:śar
θala:θata عaśara	θala:θa عaśrata	١٣/ ١٣	talatta:śar
?arbaعata عaśara	?arbaع عaśrata	١٤	?arbaعta:śar
xamsata عaśara	xamsa عaśrata	١٥	xamasta:śar
sittata عaśara	sitta عaśrata	١٦	sitta:śar
sabعata عaśara	sabع عaśrata	١٧	sabaعta:śar

Classical		Numeral	Colloquial
Masculine	Femine		
Θama:niyata ɛaśara	Θama:niya ɛaśrata	١٨	tamanṯa:śar
tisɛata ɛaśara	tisɛa ɛaśrata	١٩	tisaɛṯa:śar

Examples:

a. colloquial: ?itna:śar walad ١٢ ولد "twelve boys"

classical: ?iΘna ɛaśara waladan

b. talaṯṯa:śar bint ١٣ بنت "thirteen girls"

Θala:Θa ɛaśrata bintan

c. tisaɛṯa:śar kita:b ١٩ كتاب "nineteen books"

tisɛata ɛaśara kita:ban

3. Numbers from 20 to 90 (٩٠-٢٠):

Classical		Numeral	Colloquial
Nominative	Accusative		
ɛiśru:n	ɛiśri:n	٢٠ / ٢٠	ɛiśri:n
Θala:Θu:n	Θala:Θi:n	٣٠ / ٣٠	talati:n
?arbaɛu:n	?arbaɛi:n	٤٠	?arbiɛi:n
xamsu:n	xamsi:n	٥٠	xamsi:n
sittu:n	sitti:n	٦٠	sitti:n
sabɛu:n	sabɛi:n	٧٠	sabɛi:n

Classical		Numeral	Colloquial
Masculine	Feminine		
Θama:nu:n	Θama:ni:n	٨٠	tamani:n
tisʕu:n	tisʕi:n	٩٠	tisʕi:n

Examples:

a. colloquial: ʕišri:n marra(h) ٢٠ مَرَّة "twenty times"

classical: ʕišru:na marratan

b. tala:ta wi sitti:n yo:m ٦٣ يَوْماً "sixty-three days"(1)

Θala:Θatun wa sittu:na yawman

4. Numbers from 100 to 900 (٩٠٠ - ١٠٠):

Classical		Numeral	Colloquial
mi?a	مِئَة / مائَة	١٠٠	míyya(h)
mi?ata:n	مِئَتان	٢٠٠ / ٢٠٠	mite:n
Θala:Θumi?a	ثَلاثُ مِئَة	٣٠٠ / ٢٠٠	tultumiyya(h)
?arbaʕumi?a	أَرْبَعُ مِئَة	٤٠٠	rubʕumiyya(h)
xamsu mi?a	خَمْسُ مِئَة	٥٠٠	xumsumiyya(h)
sittumi?a	سِتُّ مِئَة	٦٠٠	suttumiyya(h)
sabʕu mi?a	سَبْعُ مِئَة	٧٠٠	subʕumíyya(h)

1. In classical Arabic the practice was to start reading numerals from right to left even when the number consisted of more than three digits such as ١٩٦٥

Classical		Numeral	Colloquial
Θama:ni mi?a	ثَمانِ مِئَة	٨٠٠	tumnumíyya(h)
tisʕumi?a	تِسْعُ مِئَة	٩٠٠	tusʕumíyya(h)

Examples:

a. colloquial: mi:t wálad[1] وَلَدٍ ١٠٠ "100 boys"

classical: mi?atu waladin

b. miyya wi xámsa ١٠٥ "105"

mi?atun waxamsun

c. miyya xámsa wi talati:n ١٣٥ "135"

mi?atun waxamsun waΘala:Θu:na

d. mite:n wálad وَلَدٍ ٢٠٠ "200 boys"

mi?ata: waladin

5. Numbers from 1,000 up:

Classical		Numeral	Colloquial
?alfun	أَلْف	١٠٠٠	?alf
?alfa:ni	أَلْفانِ	٢٠٠٠ / ٢٠٠٠	?alfe:n
Θala:Θatu ?a:la:fin	ثَلاثَةُ آلافٍ	٣٠٠٠ / ٣٠٠٠	talattala:f

1. It should be noted that the noun following the numeral from 3 - 10 is plural; from 11 on it is singular. Only with the numeral wa:ħid/waħda does the modified noun precede the numeral.

Classical		Numeral	Colloquial
?aħada ɛaṡara ?alfan	اَحَدَ عَشَرَ أَلْفاً	١١٠٠٠	ħida:ṡar ?alf
?iθna: ɛaṡara ?alfan	اِثْنا عَشَرَ أَلْفاً	١٢٠٠٠	?itna:ṡar ?alf
mi?atu ?alfin	مِـئَةُ اَلْفٍ	١٠٠٠٠٠	mi:t ?alf
milyawn	مِـلْيُون	١٠٠٠٠٠٠	milyo:n

Examples:

a. colloquial: ?alf wi tamanya — وَلَد — ١٠٠٨

classical: ?alfun wa θama:niyatu — وَلَدٌ

b. ?alf wi tamanya wi ɛiṡri:n — بِنْت — ١٠٢٨

?alfun wa θamanin wa ɛiṡru:na — بِنْتاً

c. mi:t ?alf wi rubɛumiyya wi xamsi:n — "100450" — ١٠٠٤٥٠

mi?atu ?alfin wa ?arbaɛu mi?atin wa xamsu:na

6. The numeral adverbs:

Numeral adverbs such as once, twice, etc., are expressed as follows:

a. colloquial: marra(h) — مَـرَّه — "once"

classical: marratun

b. marrite:n — مَـرَّتَـيْن — "twice"

marrata:ni

c. tala:t marra:t تَلات مَـرَّات "thrice"

Θala:Θu marra:tin

d. ?arbáع marra:t أَرْبَـعْ مَـرَّات "four times"

?arbaعu marra:tin

7. The fractions:

a. colloquial: núss ١/٢

classical: nisf

b. tílt/tult ١/٣

Θulθ

c. rúbع ١/٤

rub ع

d. xúms ١/٥

xums

e. súds ١/٦

suds

f. súb ع ١/٧

sub ع

g. túmn ١/٨

Θumn

h. tús ع ١/٩

tus ع

i. عúṡr ١/١٠

عuṡr

APPENDIXES

الخط العربي

(ا) نماذج من الأعداد Numbers

(ب) نماذج خط نسخ Nasx

(جـ) نماذج خط رقعة Ruq ع

١	٢	٣	٤	٥	٦	٧	٨	٩	١٠	١١	١٢	١٣	١٤	١٥	١٦	١٧	١٨	١٩

ابج دهرزس صضطع ف ق ق ك ل م من زوق هه لا لا ى

و	ولد	واظب	وطن	بورك	ورد	وارد	ورميد	
ـو								
ف								
ـف								
فـ	فـ	رف	وفاء	وفى	قط	ريف	رق	سبق ظفر
ق								
ـق								
قـ	قـ							
ڤ	ڤـ							

ر رب رث رتب بر دير تبر ربنا آتنا

ز

ب بر

ر يد بدر نذر دن بدن ابن دين زين

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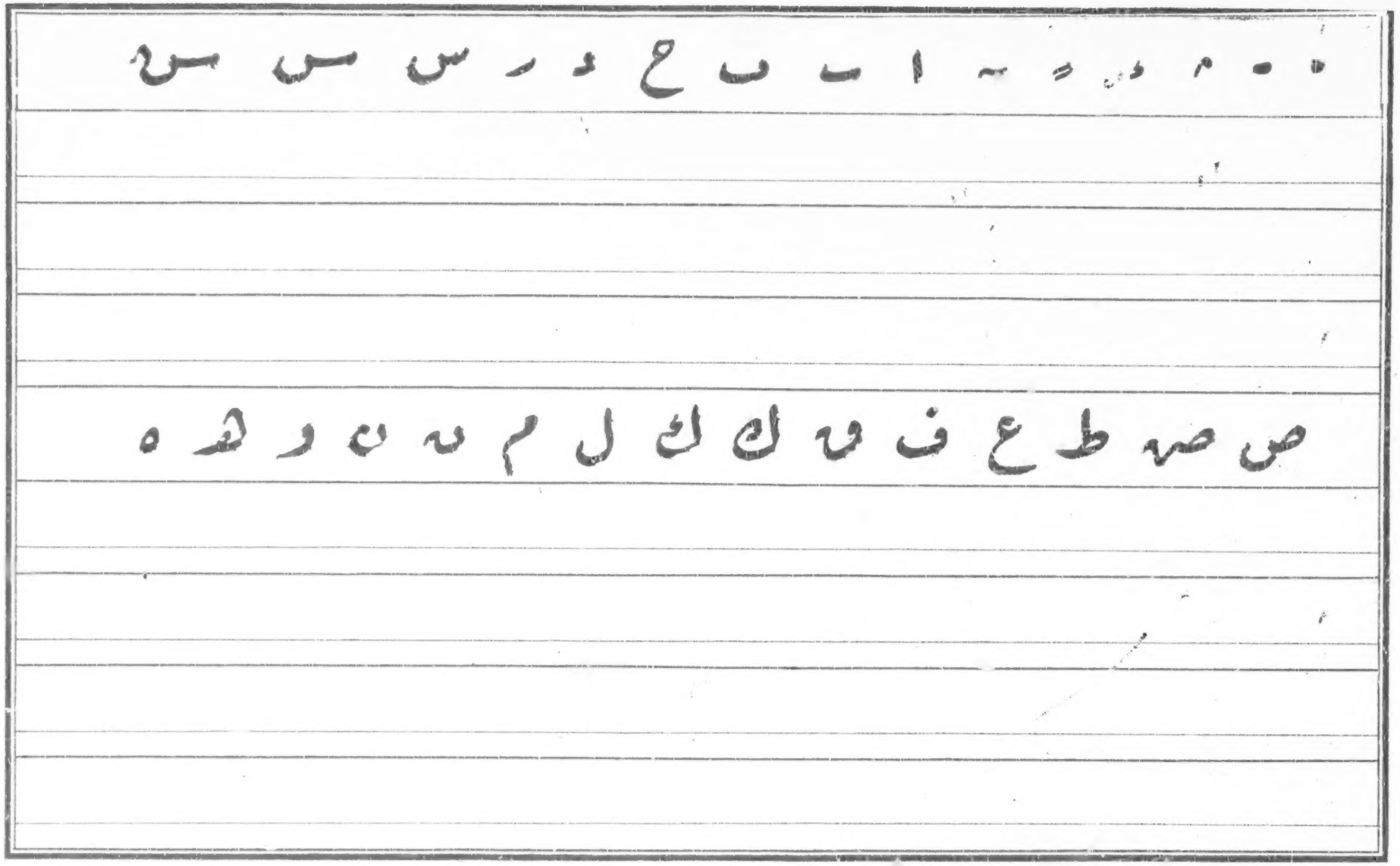
ع غ	واع زرع راغ وسع أودع دبغ رتع
ع غ ع	عادل غيور عالم وعى يعى غرس يغرس يعبد



أجزاء أجرام حراس حجاب حجب حجز حمد جميع جمعة

وجه لوحة توجه وجهة تجربة تجارة رابحة تجديد محراب

طرف	طمر	طالب	ظهر	نظر	بطل	أبطال	خط	ربط

من

موجات الصوت إلى كلمات

تأليف

سامي ع. حنا

نجيب جريس

١٩٦٥